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ABSTRACT

This workbook was designed to be used during the pre-reading stage of the "Initial Reading in Spanish" program. It may serve as a practice book, an initial primer, and a coloring book. The lessons emphasize two main areas of development: motor skills and the understanding of concepts such as color, size, shapes, numbers, and emotions. Muscular coordination, as it relates to writing, is stressed in the workbook to give children the practice needed for cursive writing which is taught as an integral part of the reading program. The workbook contains 10 illustrated lessons. (Author/SK)

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TEACHER'S EDITION

Mi Libro

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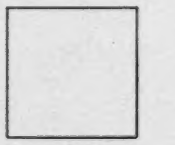

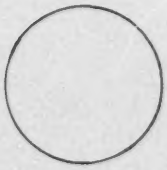

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By Shirley Bean
Anthony Sancho

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MI LIBRO

Initial Reading in Spanish—Pre-Reading Workbook

Teacher's Edition

by

Anthony R. Sancho

with illustrations by

Shirley Bean

Published by

Regional Project Office
San Bernardino County Schools
505 N. Arrowhead Avenue, Suite 306
San Bernardino, California 92401

Charles H. Herbert
Project Director

Roy C Hill, Superintendent of Schools

1972

INTRODUCTION

MI LIBRO was designed to be used during the pre-reading stage of the *Initial Reading in Spanish* program. As a practice book, an initial reading primer and a coloring book, *MI LIBRO* allows teachers to plan group activities and individual exercises around its contents.

The workbook lessons emphasize two main areas of development: motor skills and the understanding of concepts such as color, size, shapes, numbers and emotions. Muscular coordination, as it relates to writing, is stressed in the workbook to give children the practice needed for cursive writing, which is taught as an integral part of this reading program. Basic concepts which should be taught during the reading readiness period are included in the context of the continuing story to make the workbook more meaningful to the children.

The suggested lesson outline on the following pages has been made flexible so that teachers can develop lesson plans to suit individual classrooms. The outline should be used as a guide in developing lessons that incorporate not only the contents of the workbook, but also supplementary activities which reinforce and expand the given concepts. Muscular coordination is developed through exercises that provide practice in the basic cursive strokes.

Concepts emphasized in the story line of *MI LIBRO* include the following:

size
large-small
larger-smaller
largest-smallest
wide-narrow
long-short

color (can be included in coloring activities)
primary colors
secondary colors
light-dark

shapes
straight lines
curved lines
geometric figures

amounts
numbers
all, some, none
more-less
most-least
many-few

positions
front, back, middle
behind, in front, between
right-left
inside-outside
top-bottom
above-below
over-under
before-after
first-last
near-far

emotions
sadness-joy
dislike-like
disappointment-success
fear-bravery

Lesson Development

Each lesson description in the following outline contains a brief explanation to the teacher, a story line and a list of suggested activities. The suggested activities are varied to accommodate the diversity of children's abilities in any one classroom. From the activities, the teacher may develop lesson objectives appropriate to the particular skill levels of the children in the classroom.

Before children begin working independently or in small groups with the workbook, the teacher should present enough information about the lesson to make the activity meaningful to them. For example, the teacher should precede a coloring activity based on primary colors with an explanation or review period in which children develop an understanding of these colors.

It should be remembered that each page in the workbook represents one lesson.

Lesson Outline

COVER—The three main characters are introduced. The teacher may give them names and invent background information about them, or lead a student discussion based on the illustration. The two lines are reserved for the child's name—printed on the "square" line and written on the "circle" line. The teacher or child may complete this task whenever it is appropriate during the study of the workbook.

LESSON 1—The teacher introduces the main plot of the story by explaining the events in the picture. *Story Line*: The children are blowing up the balloons which they tie to a fence. The dog lets the balloons go. *Suggested Activities*: building vocabulary; developing discussion skills; asking questions; building color concepts.

LESSON 2—The teacher continues to explain the story sequence and introduces the basic circular shapes for cursive writing. (The basic cursive strokes also are incorporated into illustrations throughout the book.) *Story Line*: That night the balloons still are floating everywhere. The dog, in the backyard, watches the balloons, an owl, bird and tiny flea. *Suggested Activities*: building vocabulary; developing discussion skills; building color concepts; developing muscular coordination with circular strokes.

LESSON 3—The teacher continues to explain the story sequence and introduces the up-and-down cursive strokes presented on the page. *Story Line*: In the morning, the children are dismayed to find the balloons gone. *Suggested Activities*: building vocabulary; developing discussion skills; developing muscular coordination with cursive strokes; building color concepts; developing awareness of emotions.

LESSON 4—The teacher continues to explain the story sequence and introduces the cursive under-stroke presented on the page. *Story Line*: The children discover that a pelican has gathered the balloons and they run to get them before the pelican flies away. *Suggested Activities*: building vocabulary; developing discussion skills; developing muscular coordination with cursive strokes; building color concepts.

LESSON 5—The teacher continues to explain the story sequence and allows the children further practice of the cursive under-stroke. *Story Line*: Unable to take the balloons from the pelican, the children and their dog find themselves flying through the air on the pelican's back. *Suggested Activities*: building vocabulary; developing discussion skills; developing muscular coordination with cursive strokes; building color concepts; developing the understanding of concepts of position.

LESSON 6—The teacher continues to explain the story sequence and introduces the cursive over-strokes presented on the page. *Story Line*: The pelican drops the children and their dog on a small island where they are greeted by a group of friendly turtles. *Suggested Activities*: building vocabulary; developing discussion skills; developing muscular coordination with cursive strokes; building color concepts; developing number concepts.

LESSON 7—The teacher continues to explain the story sequence and introduces the cursive strokes presented on this page. *Story Line*: The children and their dog are now greeted by a friendly, giant turtle. *Suggested Activities*: building vocabulary; building discussion skills; developing muscular coordination with cursive strokes; building color concepts.

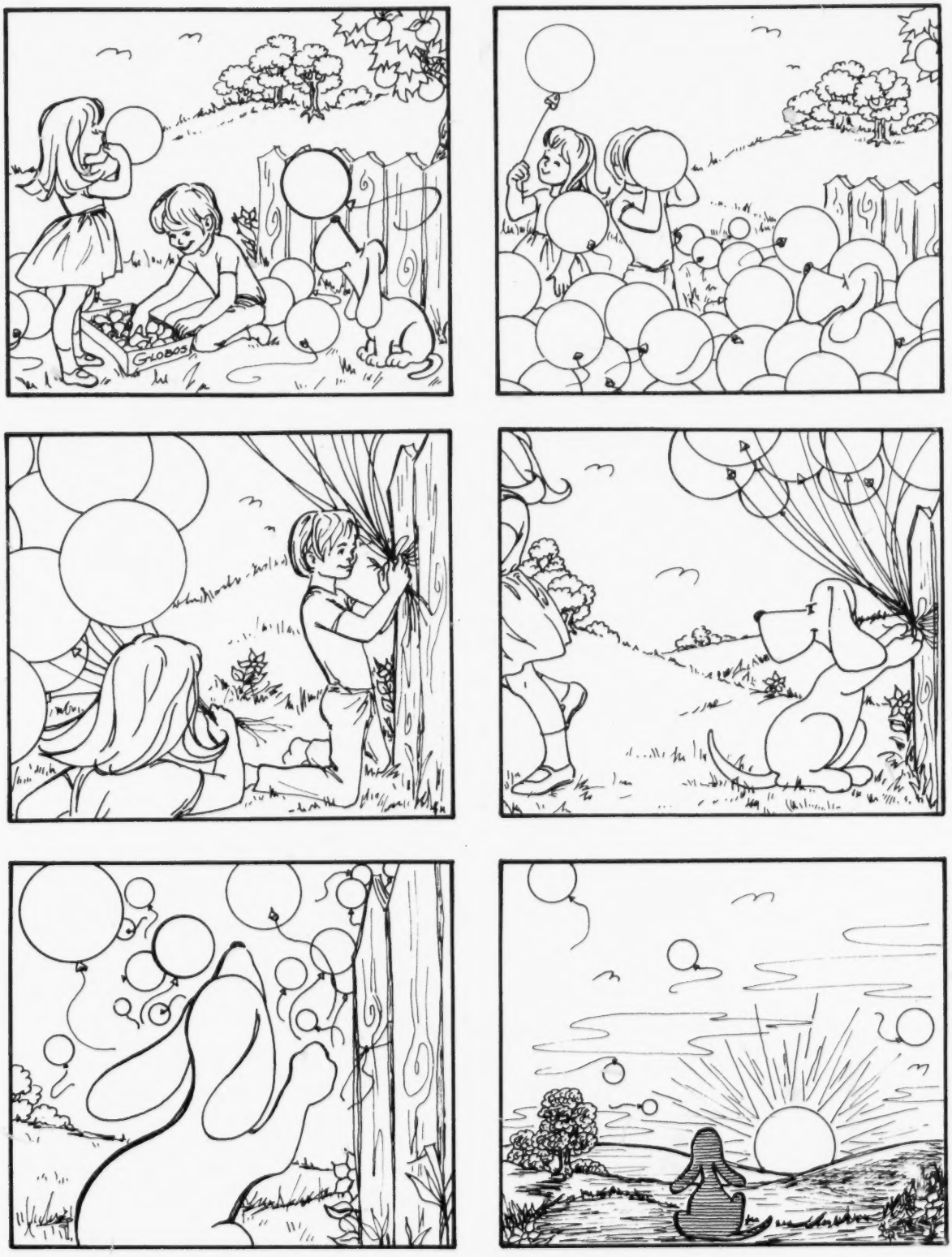
LESSON 8—The teacher continues to explain the story sequence and introduces the cursive strokes presented on this page. *Story Line*: The giant turtle gives the children and dog a ride around the island. *Suggested Activities*: building vocabulary; developing discussion skills; developing muscular coordination with cursive strokes; developing understanding of concepts of position.

LESSON 9—The teacher continues to explain the story sequence and allows children practice of cursive strokes incorporated in the illustrations. *Story Line*: Each of the characters in the story expresses a different negative emotion. The girl (and the dog) show fear of the shark. The dog shows anger for the shark. The boy shows weariness under the sun's rays. The turtle shows his annoyance after a bird egg lands on his head. *Suggested Activities:* building vocabulary; developing discussion skills; developing muscular coordination with cursive strokes; developing awareness of negative emotions; building color concepts.

LESSON 10—The teacher concludes the story sequence and allows children practice of cursive strokes incorporated in the illustrations. *Story Line*: The characters express positive emotions. The boy and girl are happy because they see their home. The turtle is glad because he has brought them home. The children and dog are grateful to the turtle for bringing them home safely. *Suggested Activities*: building vocabulary; developing discussion skills; developing muscular coordination with cursive strokes; developing awareness of positive emotions; building color concepts.

BACK COVER—With the skills they have learned in the manual, the children may now autograph each other's workbooks using the spaces provided on the back cover.

In the interest of ecology, this manual was produced on 100% recycled paper.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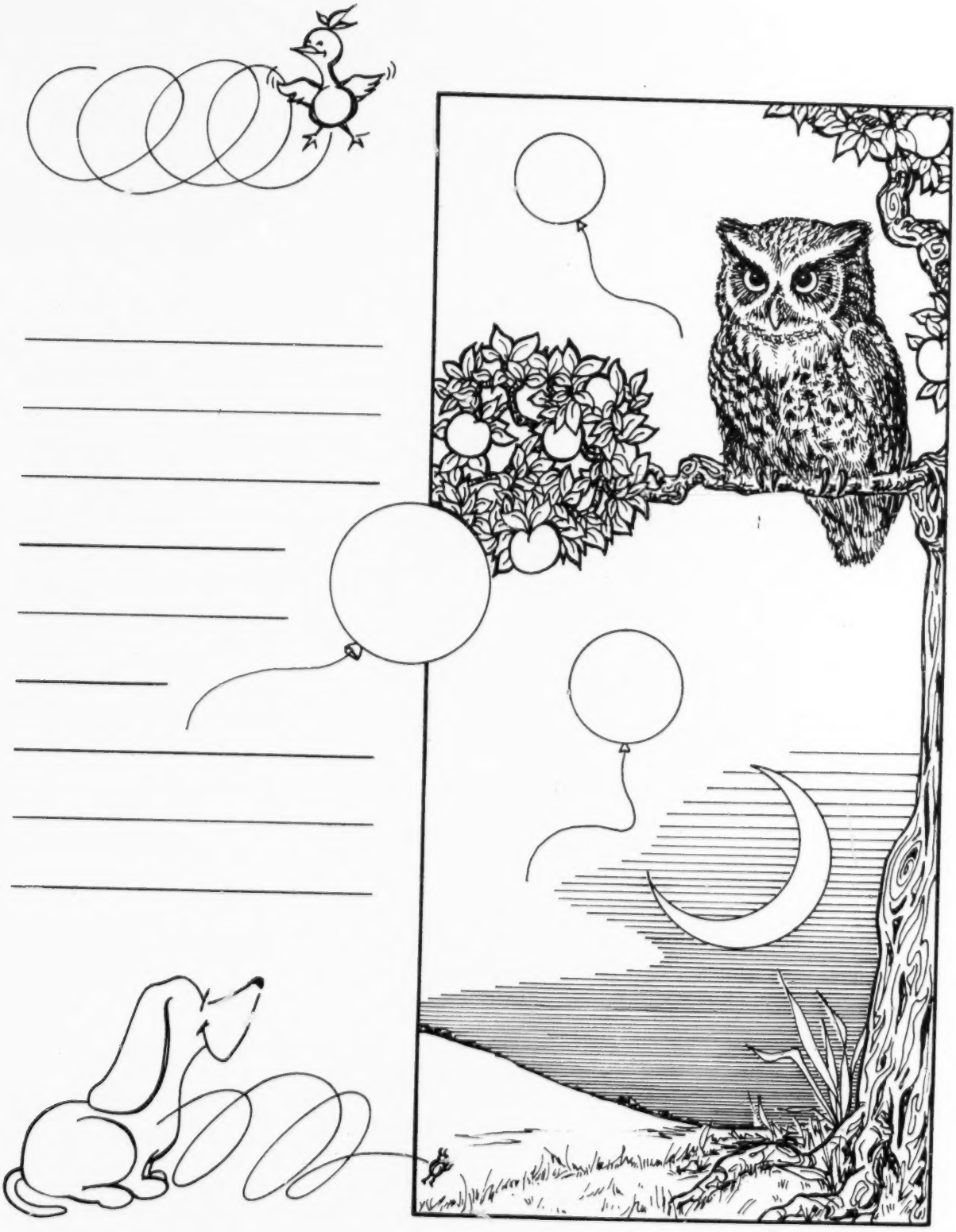

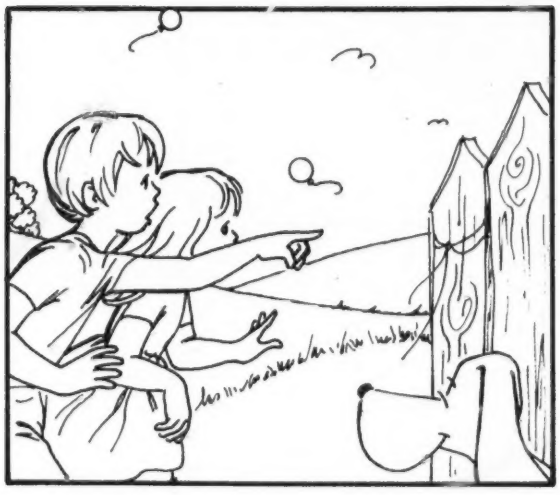

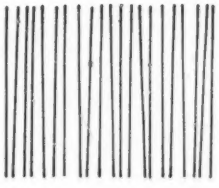

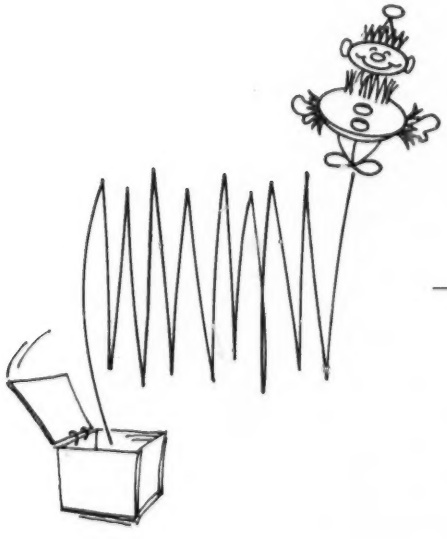

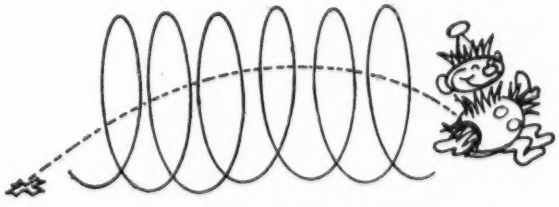

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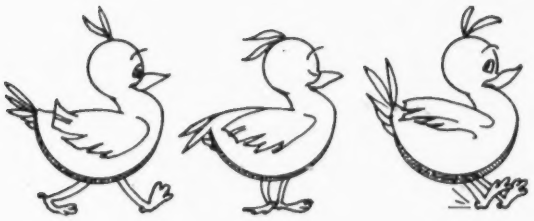

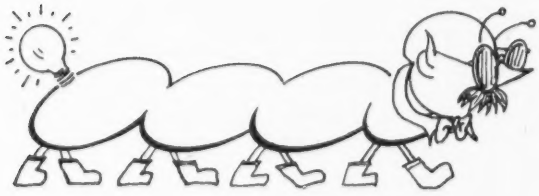

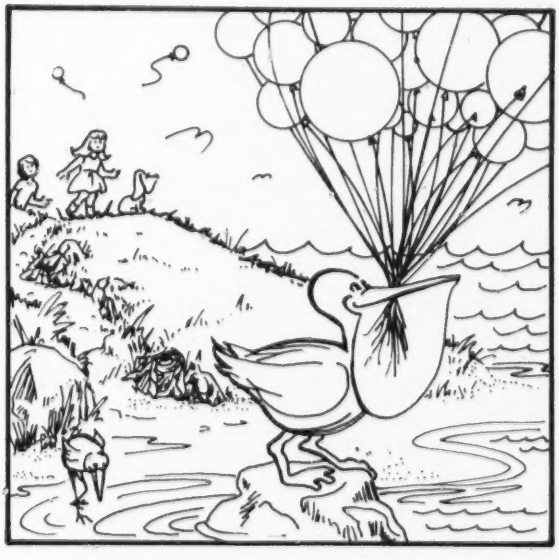

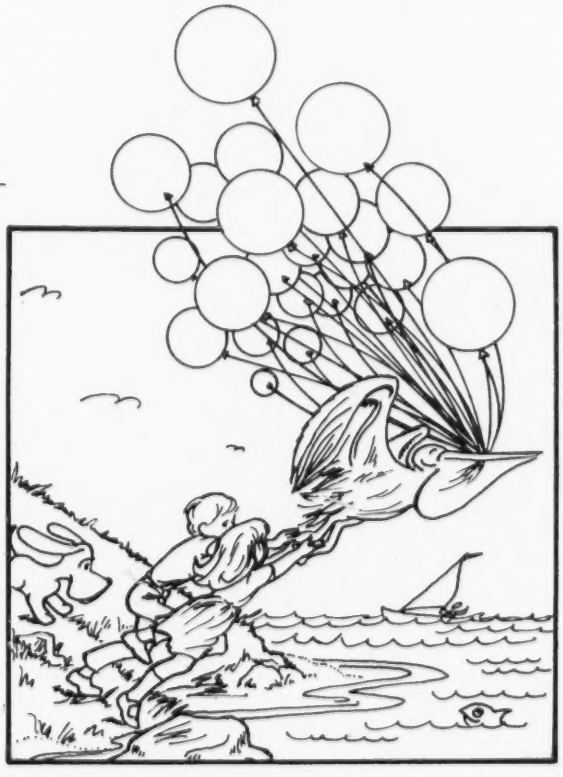

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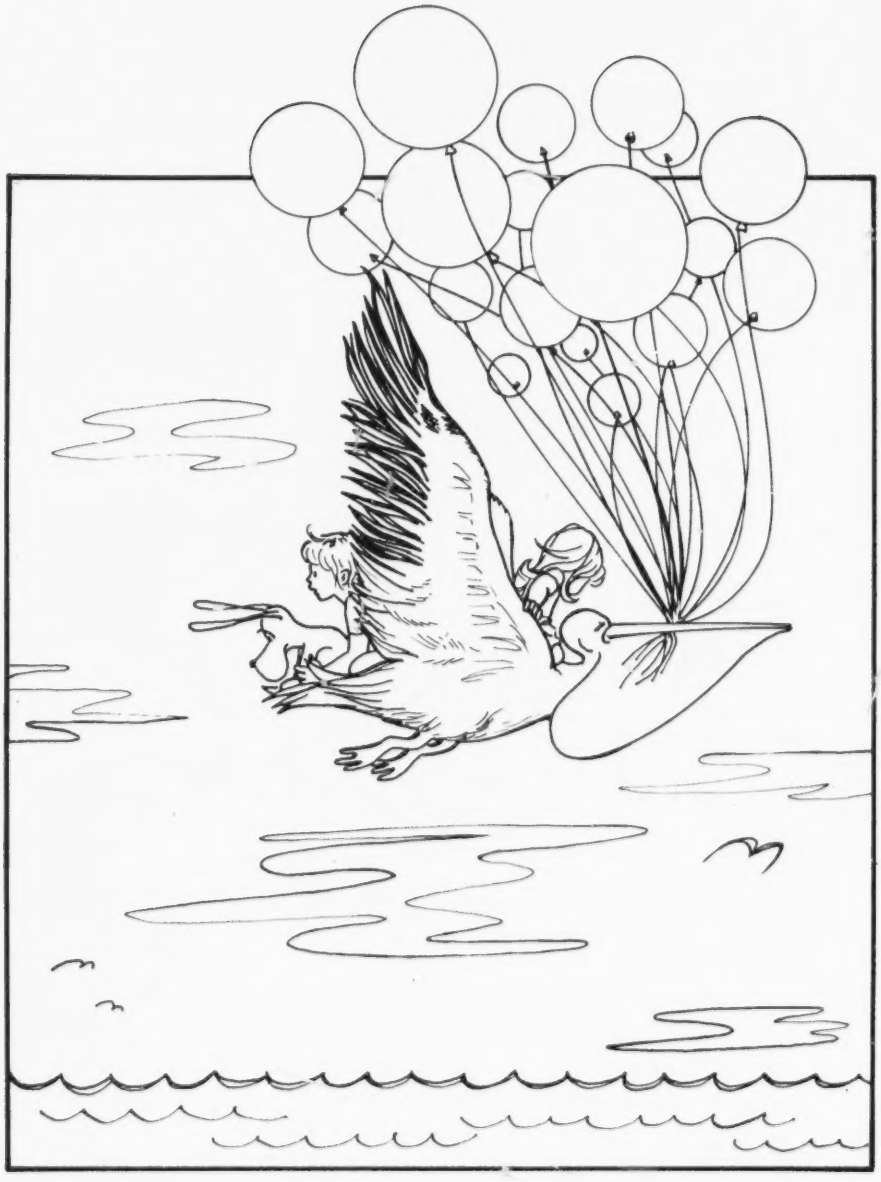

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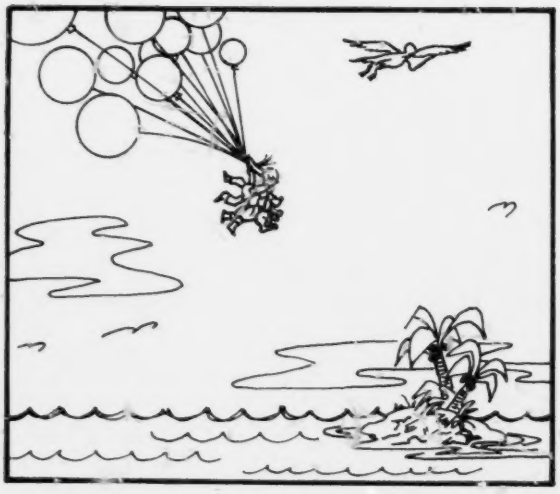

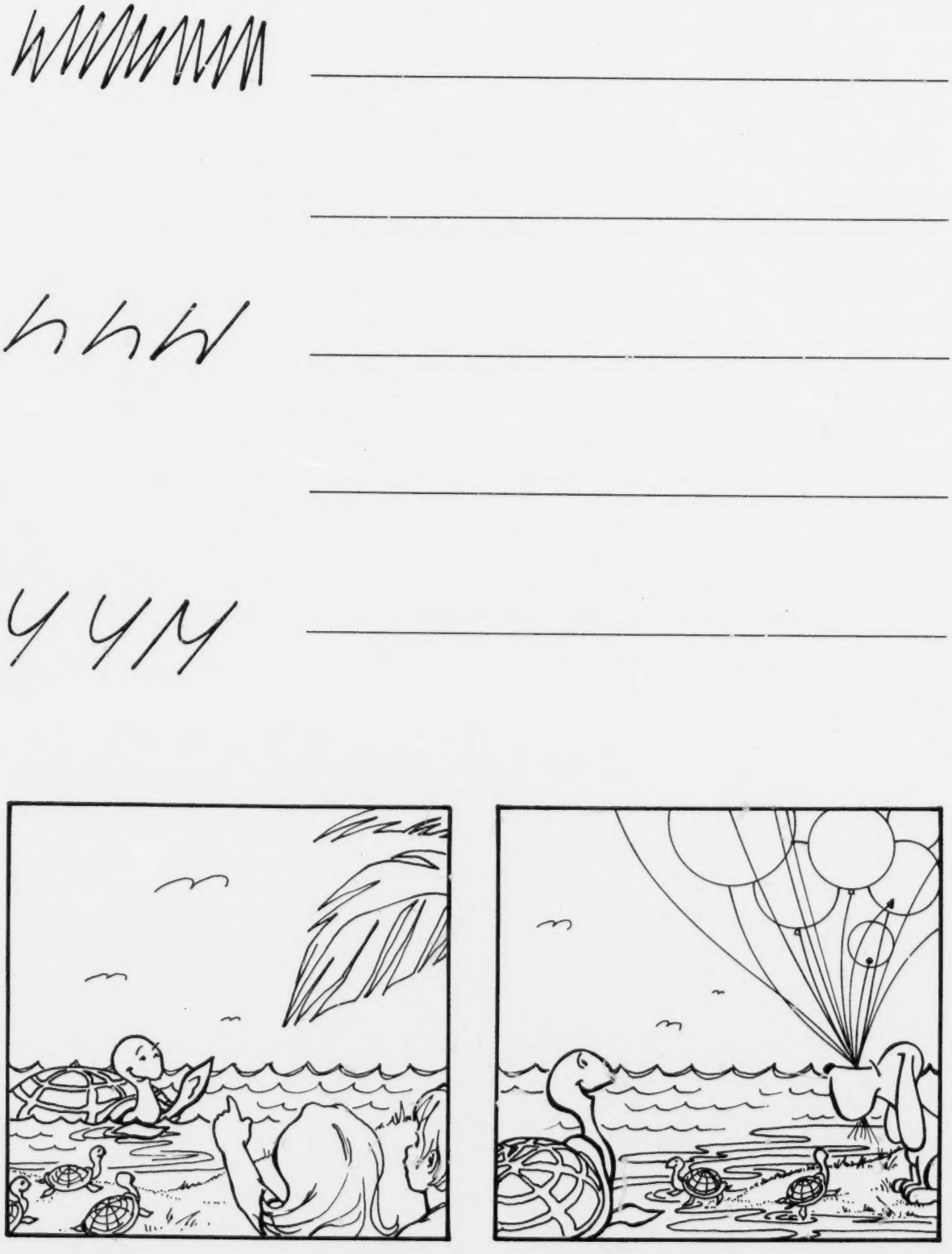

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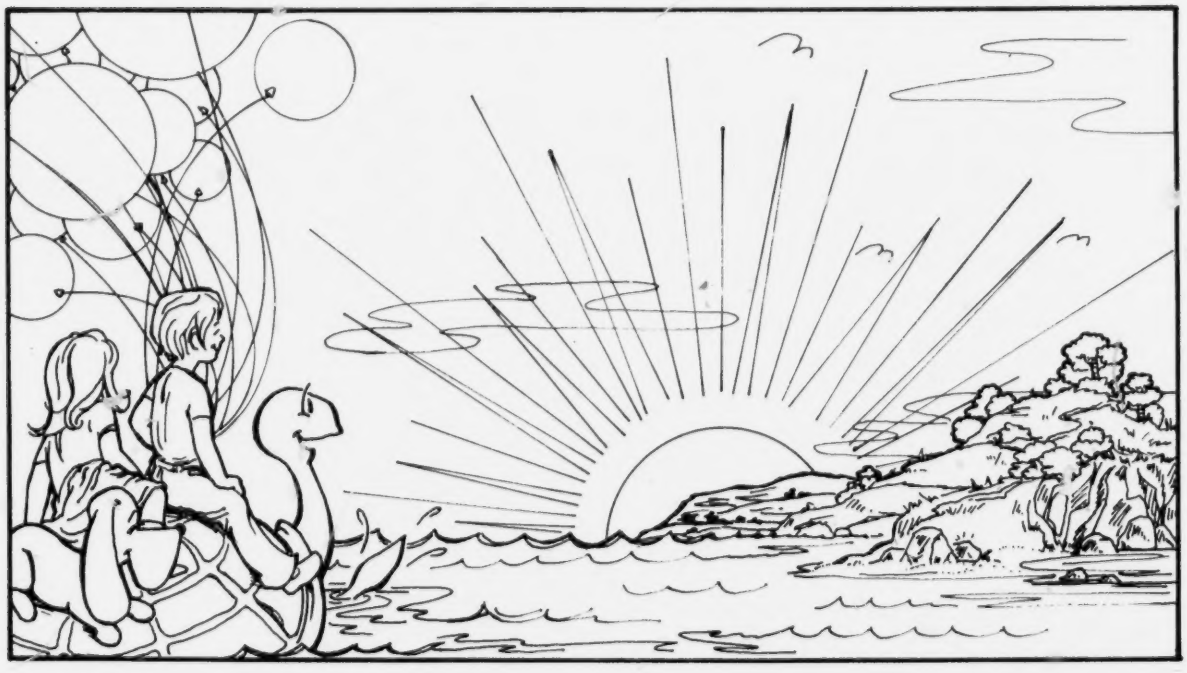

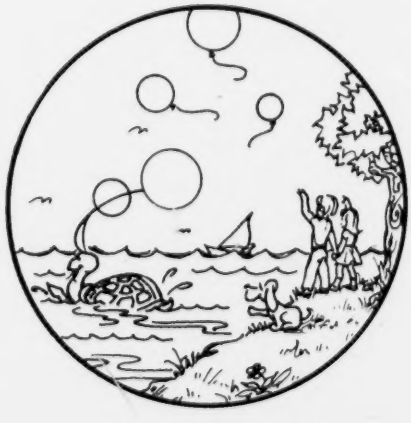

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